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ABSTRACT

The Louisiana State journalism guide was compiled to introduce the secondary level teacher and student to the basic concepts of career education through journalism, to familiarize the student with the skills and opportunities in the field, and to furnish the teacher with lists of objectives and activities to guide the student in employing specific skills in the production of a school newspaper and yearbook. Objectives with suggested activities are listed for a study of mass media, publishing a school newspaper, and publishing a yearbook. Appended to the guide are a glossary of journalistic terms, a bibliography, and lists of organizations and resources. (NJ)

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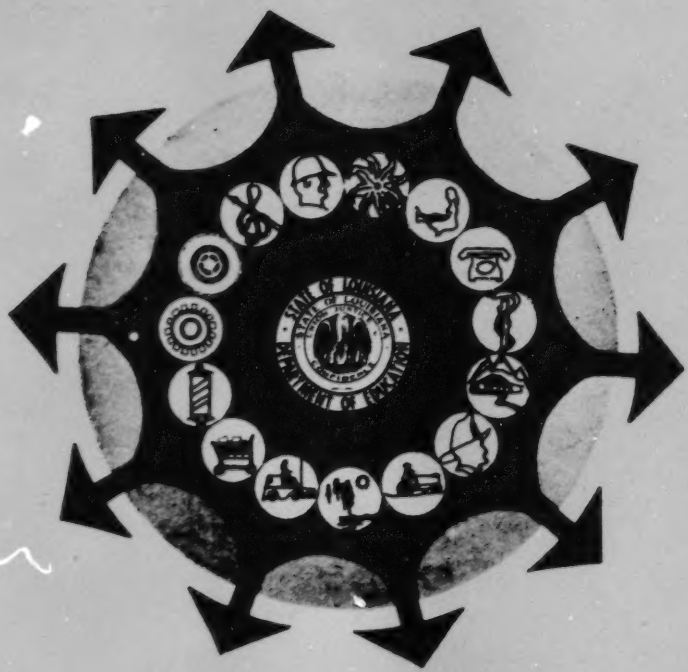

JOURNALISM RESOURCE GUIDE WITH EMPHASIS ON CAREER EDUCATION

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BULLETIN NO. 1338

Louisiana State Department of Education
Louis J. Michot, Superintendent
1974

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JOURNALISM RESOURCE GUIDE

WITH EMPHASIS ON CAREER EDUCATION

Louisiana State Department of Education

Louis J. Michot
State Superintendent

June 1974

VT 102 602

COVER: The development of a Statewide Career Education Program has been highlighted as one of the prime priorities toward quality education and productive living for Louisiana citizens from "6 to 60" and beyond.

Under the Career Education concept, every student explores the world of work through a wide spectrum of educational "clusters" as represented by the symbols on the cover: COMMUNICATION AND MEDIA (telephone); HEALTH (caduceus); MARINE SCIENCE (starfish); AGRI-BUSINESS AND NATURAL RESOURCES (farmer); HOSPITALITY AND RECREATION (home); TRANSPORTATION (wheel); PUBLIC SERVICE (fireman); PERSONAL SERVICES (barber pole); FINE ARTS AND HUMANITIES (treble clef and brush); BUSINESS AND OFFICE (typist); MANUFACTURING (cogwheel); CONSUMER AND HOMEMAKING EDUCATION (shopper's cart); ENVIRONMENT (trees, sun, earth); CONSTRUCTION (hardhat worker); MARKETING AND DISTRIBUTION (hydraulic forklift).

JOURNALISM RESOURCE GUIDE

WITH EMPHASIS ON CAREER EDUCATION

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June 1974

"Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate for a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."

Thomas Jefferson

SCOPE

The study of the news media and of journalism is not designed to make professional journalists out of students, but rather to acquaint them with news sources and with the basic elements necessary in the profuction of publications.

In our modern democratic society individuals must learn to solve problems based on inquiry and factual evidence. They should derive pleasure from developing habits of comparing and contrasting and from thinking.

The student should become more confident in his ability to read, listen, and analyze news. He should be more critical of what he sees and hears and more independent in making sound judgments based on his own opinions.

An acquaintance with the processes of production used by the news media along with its purposes and responsibilities should help the student to develop a keener interest in the news and current events.

Opportunities for experiences in publishing, business management, advertising, teamwork, etc. can result in further investigation leading to career choices.

A MESSAGE FROM THE SUPERINTENDENT

The resource guides developed for Career Education are dedicated to the students of Louisiana. The guides are based upon the philosophy of maximum development of the individual--and thereby--the maximum development of society. There are many components of the educational progress; and career education, a facet of total education, prepares the individual for a meaningful and productive life.

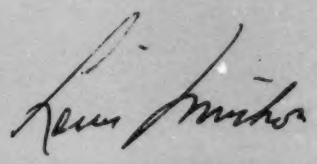
The fundamental concept of career education is that all types of educational experiences, curricula, instruction, and counseling should involve preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.

Maintaining the curriculum disciplines as the structural framework, the guides seek to enhance the total education of the individual, incorporating career concepts into the planned educational experiences of the youth.

The implementation of the objectives and activities presented in the guides is dependent of any organizational pattern. The underlying philosophy is that of providing for continuous pupil progress. Recognizing that each student is a unique individual, a continuous progress curriculum enables each student to progress at his own rate. This fosters success which reinforces the positive self-concept of the individual and contributes to his personal, social, and occupational effectiveness.

Education which is dedicated to the maximum development of the individual offers individualized instruction. These guides promote that concept, for individualized learning is the result of individualized instruction. This concept does not imply a one-to-one teaching ratio, but does offer a curriculum structure which allows for instruction prescribed to meet the needs of the individual--whether in a large group, a small group, or in an individual learning situation.

These guides are presented to the teachers of Louisiana as an effort to help them in that important mission of educating the young people of this state. The subsequent revision of the guides will be based upon teacher evaluation and recommendations.



PURPOSE

The Louisiana State Journalism Guide was compiled with three purposes in mind:

1. To introduce the teacher and the student to the basic concepts of Career Education through journalism

2. To direct a student's activities in journalism in order to help him develop into a contributing, self-reliant individual

3. To familiarize the student with the wide scope of skills and opportunities in the field of journalism and news media

4. To furnish the teacher with lists of objectives and activities which will help him to guide his students as creatively as possible

Teachers and students should know about the social, economic, and political forces present in the world and the influences exerted on these sources by the news media and journalists.

Job opportunities and career choices are listed for ready reference, whether a student is interested in journalism as a vocation or avocation.

A good teacher's role in the study of all the processes behind the compilation and production of news media is to suggest, guide and relate activities in these areas until the student becomes self-reliant enough to think and act independently.

INTRODUCTION

It should be noted here that this curriculum guide forms a basic core of the journalism program. However, it is not designed to list every project or problem that will be covered or encountered in a course of this nature. All of the activities suggested are somewhat dependent upon the specific student, or group of students, and it is realistic to say that activities should be used only as a point of departure, not as a complete program.

This reference is not designed to be a completed collection of activities, but merely a suggested guide that attempts to correlate journalism experiences with career orientation.

In many cases, material was included to serve as a handbook of information valuable to the teacher. Perhaps, a teacher will find it helpful to have this guide in compiled form for handy references.

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"Without a free press there can be no free society. This is axiomatic. However, freedom of the press is not an end in itself but a means to the end of a free society. The scope and nature of the constitutional guarantee of the freedom of the press are to be viewed and applied in that light."

Justice Felix Frankfurter
U. S. Supereme Court

CAREER ORIENTATION

"The fish market wraps fish in paper. We wrap news in paper. The content is what counts, not the wrapper."

Bernard Kilgore

CAREER CONCEPTS AND OBJECTIVES: A SEQUENTIAL PLAN

STAGE

I. CAREER AWARENESS: Recognition of the adult world of work - Early awareness of careers is the prelude to future achievement

1. The individual is the born resource of society
2. Individuals have many kinds of careers
3. Meaningful, rewarding careers are available to every individual

II. CAREER MOTIVATION: Increasing interest in future world of work in relation to the individual and to society

4. Work is basic to human development
5. Occupations contribute to society's progress
6. Careers require different knowledge, abilities, attitudes, and talents
7. Individuals have different abilities, interests, needs, and values
8. Individuals seek careers for varied reasons

Continue:

3. Meaningful, rewarding careers are available to every individual

III. CAREER EXPLORATION: Relating Self to needs

9. Environmental variability creates variable opportunity
10. Careers can be grouped into clusters
11. Different careers are interrelated
12. Every career requires some special preparation and a plan of special preparation facilitates this

Continue:

7. Individuals have different abilities, interests, needs, and values
8. Individuals seek careers for varied reasons

IV. TENTATIVE CAREER DECISIONS AND EXPLORATION: Focusing career options on a few realistic possibilities

13. Individual careers may change as individuals change throughout life
14. Individuals may be suited for several different careers
15. Individuals adapt to world changes and environment

STAGE

16. World changes, conditions, and environment affect careers

Continue:

7. Individuals have different abilities, interests, needs and values
8. Individuals seek careers for varied reasons
10. Careers can be grouped into clusters
11. Different careers are interrelated
12. Every career requires some special preparation and a plan of special preparation facilitates this

V. ACQUISITION OF CAREER ENTRY SKILLS AND CONTINUED EXPLORATION: Acquiring skills, habits, and attitudes leading to competence

17. Careers require different levels of competence in communication, computation, and analysis
18. Careers have different levels of competence and responsiblity
19. Rules, regulations, policies, and procedures affect individuals in all careers
20. Careers are affected by the ability of individuals to relate to each other

Continue:

13. Individual careers may change as individuals change throughout life
14. Individuals may be suited for several different careers
15. Individuals adapt to world changes and environment

CAREERS

Interest and ability in journalism may lead to the following occupations:

- Proofreader
- Librarian
- Technical Writer
- Fund-Raiser
- Newspaper Editor
- Public Relations
- Advertising
- Reporter
- Special Librarian
- Free Lance Writer
- Publisher
- Circulation Management
- Business Management
- Copyreader-Editing
- Interpretation Writer-Editorials
- Foreign Correspondent
- Printer
- Artist
- Pollster

Radio and Television

Specialized Fields of:

- Cameraman
- Reporters
- News Analysts
- Announcer
- Typist
- Sports Announcer
- Producer
- Advertising Salesman
- Photographer
- Director
- Traffic Assistant
- Educational Television
- Copywriter
- Script Writer

Magazines

- Science
- Home Economics
- Art
- Music
- Agriculture
- Trades-Paint, Carpentry, Electrical
- Labor
- Religion
- Company publications
- Fiction writing
- Non-fiction
- Reviewer

Business Papers

- Educational-getting, writing, editing, presenting news
- Advertising
- Circulation

Reporters - Interview Industrial Leaders
Interpret Trends
Analyze Research
Investigate Processes
Make Market Studies
Take Polls and Symposiums

Careers

Graphic Arts

Typography
Photography
Illustrations
Careers

Special Fields

Opinion and Media Research (audience measurement)
Editorial Librarian and Researcher
Syndicates
Negro press
Men's publications
Book Publishing
Teaching
Research

JOB CLUSTERS

Business and Office Occupations Cluster

- Accounting
- Advertising workers
- Marketing Research
- Public relations workers

Communications (see other pages under careers)

- Newspaper printing and writing
- Radio
- Technology
- Television

Public Services Occupations Cluster

- Librarian
- Research
- Teacher

Fine Arts and Humanities Occupations Cluster

- Commercial Artists
- Teaching

JOURNALISM STUDY

Curriculum objectives in journalism are based on a student's becoming increasingly more aware of the news media in today's society and his place in that society as a result of their influence.

Through learning experiences in journalism, a student is given opportunities for employing specific skills in the production of a school newspaper and yearbook.

The learner is involved in activities in which he practices effective methods of self-expression.

Emphasizing news gathering, editing, advertising, the importance of pictures, and the development of specific skills in organization, observation, and writing, the learner is taught to record events objectively.

Staff organization, the ethics of journalism, and actual production of publications offer real life situations for increasing skills in communications, for providing opportunities for work with others, and for arousing vocational interest in the field of journalism.

Progressive teachers realize that students need to explore more sources of information than textbooks in order to increase their knowledge of the world of work and the importance of it in their everyday lives.

Students should, therefore, be urged to become familiar with such sources of information as newspapers, magazines, radio, and television.

These media record the activities that become the basis of tommorrow's history books; they entertain, relate, and interpret facts in an easy to understand manner; they present propaganda; and they act as guardians to perpetuate the ideals of a democratic society.

Because students need guidance in the study of these forms of news media, the following suggestions are offered. Teachers should accept these ideas only as a plan and should feel free to make revisions to fit their own programs.

The teacher's role is to provide a variety of suitable publications for study, to direct a student's activities in the evaluation of what he hears and reads, and to help the student gain confidence and independence to make his own choices based on sound judgment.

"In my opinion, the newspapers are equal to the courts - and sometimes ahead of the courts in our system in protecting the people's fundamental rights."

Senator Robert F. Kennedy

OBJECTIVES for the study of mass media

Use the mass media (newspapers, magazines, radio, television) to:

1. Select entertainment
2. Verify details
3. Develop critical thinking
4. Distinguish fact from opinion
5. Analyze propaganda techniques
6. Make decisions
7. Evaluate advertisements
8. Relate past to present events
9. Form opinions
10. Classify information
11. Follow campaigns
12. Make historical records
13. Distinguish significant events from trivial
14. Promote understanding
15. Develop tolerance
16. Understand issues
17. Increase awareness of others
18. Create images
19. Disseminate news
20. Warn about disasters
21. Reveal crimes and violence
22. Expose dishonesty
23. Proclaim domestic goals
24. Publicize pollution
25. Provide recreation
26. Build vocabulary
27. Summarize facts
28. Index subjects
29. Develop reading tastes
30. Skim read
31. Understand financing
32. Alphabetize subjects
33. Examine writing styles
34 Find jobs
35. Compare publications

ACTIVITIES to achieve objectives for study of mass media (magazines, newspapers, radio, television)

Magazines

1. Make a complete list of the magazines with which students are familiar.

2. Classify magazines as to type or subjects covered: adventure, aviation, crime, fashions, hobby, news, science, sports, travel, etc.

3. Classify magazines as to their appeal to certain types of readers: those with high IQ's; those interested only in recreation, or pictures, or light interests.

4. Review contents of one magazine; no variety or sameness of stories, features, news, etc.

5. Prepare a talk on "why I do or do not like _____ as a magazine."

6. Select a local writer or publisher of magazines to talk to class about writing for these publications.

7. Compare treatment of the sames news stories as to slant and writing style in Time and U. S. News and World Report.

8. Denote differences between a condensed article in Reader's Digest and the original.

9. Consider accuracy of reporting in True and True Confessions.

10. Interpret a news story in a magazine devoted only to photographs and captions.

11. List magazines found in the school library.

12. Make a bulletin board and keep it current with clippings and lists of recommended readings.

13. Compare magazine advertising with ads in newspapers as to size, color, copy, etc.

14. Discuss advertising copy in light of bias, appeal to certain age groups, or basic needs.

15. Make a collage of attractive ads.

16. List weaknesses of ads with no appeal.

17. Define propaganda and relate to advertising.

18. Set up a classroom display of desirable magazines.

19. Clip book reviews, cartoons, puzzles, or poems for a notebook.

20. Have a panel discussion on one subject found in different magazines.

21. Be a salesman for a particular magazine.

22. Investigate publishing companies.

23. Keep a record for four weeks of magazines read.

24. Pick five desirable magazines for teenagers and five undesirable ones.

25. Investigate the Readers' Guide to Periodical Literature.

26. Judge magazines according to the following qualities: price, print, makeup, title, illustrations, quality of paper, frequency of publication, art work, and cover.

27. Report on one job on a staff of a magazine.

28. Compare a weekly magazine to a monthly one.

29. Judge content of fiction magazine to a non-fiction one.

30. Identify free lance writers.

31. Study the history and growth of pocket-sized magazines.

32. Report on the editorial policy of a magazine.

33. Review position and content of letters to the editor.

34. Select the best photograph from a current magazine, mount it, and evaluate its qualities.

35. Choose three school activities to photograph. Describe composition of each.

36. Invite a professional photographer to speak on the use of proper procedure to get good pictures.

Newspapers

1. List newspapers read daily, weekly.

2. Complete survey of newspapers in school library.

3. Index one local paper.

4. List different types of material found in one paper.

5. Write an editorial on a school related subject.

6. Draw an editorial cartoon.

7. Make a class newspaper.

8. Prepare a poster on newspaper advertising.

9. Write a feature story based on an interview.

10. Write a news story about your school.

11. Ask a journalist to speak to the class.

12. Write a letter to the editor.

13. Prepare a vocabulary list from news stories.

14. Work a cross word puzzle.

15. Make a clipping notebook by following one subject for a month.

16. Identify action verbs in headlines.

17. Write headlines of one line, two lines, three lines.

18. Give a talk on a special feature such as sports, art, health, games, fashions, homemaking, etc.

19. Separate fact from opinion in a news story.

20. Clip pictures and quotations of prominent people.

21. On a map of the state, place clippings of important events on the section in which they occur.

22. Play a game by giving clues of important happenings.

23. Compute costs of advertising.

24. Prepare a report on the history of newspapers or advertising.

25. Follow stock market quotations for one company for a week.

26. Hold a debate (discussion) on a controversial issue.

27. Study the make up of the front page of several newspapers.

28. Point out the who, what, where, when, why, and how in several news stories.

29. Report on a newspaper vocation listing advantages, disadvantages, etc.

30. Find a human interest story.

31. Visit a newspaper office or print shop.

32. Classify news as sensational, unusual, important, local national, international.

33. Distinguish between cartoons and comic strips.

34. Draw a graph or chart to clarify facts.

35. Write a column on a special project.

36. Hold a contest to locate the oldest local newspaper.

37. Write letters to editors in other towns asking for copies of papers.

38. Collect old newspapers for salvage.

39. List services provided by newspapers.

40. Prepare a biographical report on a famous person employed by a particular paper.

41. Compare daily papers to weekly papers as to size, content, cost, and price.

42. Read one ethnic newspaper.

43. Compare one specialized newspaper (International Paper Co., Western Electric, etc.) to a metropolitan daily.

44. Discuss censorship of newspapers.

45. Define freedom of the press.

46. Write a news story of an event as it would probably appear in a country ruled by a dictatorship.

47. Hold a panel discussion on the part newspapers play in a democratic country.

48. Identify John Peter Zenger, Benjamin Franklin, Joseph Pulitzer, etc., and their contributions to journalism.

49. Classify local papers as conservative or liberal.

Radio

1. List program and stations preferences.

2. Determine amount of time spent listening in one week.

3. Indicate preferences and reasons for choices of programs.

4. Survey one station's offerings as to news, sports, music, drama, comedy, etc.

5. Make a report on the history of radio.

6. Define disc jockey.

7. Identify "Voice of America" and "Radio Free Europe."

8. Define propaganda and relate it to radio.

9. Conduct a survey on radio listening by adults as compared with teenagers.

10. Report on radio personalities such as Walter Winchell, Lowell Thomas and Edward R. Murrow.

11. Discuss differences in radio and television advertising.

12. Tour a local radio station.

13. Investigate careers in radio.

14. Write a news broadcast of school news.

15. Distinguish between spot announcements and public service announcements.

16. Plan a series of 15 minute programs to pub'icize your school and its activities.

18. Write a station for free educational materials.

19. Invite a staff member of a local radio station to speak.

20. List networks and call numbers.

21. Discuss differences in program format between radio and television.

22. Prepare topics on which to take polls or conduct contests.

23. Prepare a radio news script from a newspaper article.

24. Condense lengthy news items to fit a five minute news broadcast.

25. Write spot announcements of 15 seconds or 30 seconds to use during National Educational Week.

Television

1. Prepare a list of questions on programming, censorship, networks, etc., to ask the manager of a television studio.

2. Conduct an interview with an employee of a television station.

3. Visit a television station.

4. Compare a television drama with a movie.

5. Tape a television news broadcast.

6. Compare a televison news cast with a news cast on the radio.

7. List types of programs such as situation comedy, variety, western, detective, etc., on TV.

8. Keep a log of time used for advertisements for several hours on different days.

9. Write a paper on the history of television.

10. Compare and contrast advantages and disadvantages of television viewing.

11. Find out how program ratings are obtained, their value, and who uses them.

12. Divide commercials into groups for study: (soaps, hair preparations, household cleaning agents, toothpastes, etc.)

13. List programs or commercials that portray women, men, children, nationalities, etc., as weak or having undesirable images.

14. Discuss deceptions practiced by television commercials.

15. Take a poll to determine which people spend the most time watching television.

16. Write a televison drama or commercial.

17. List television shows especially for children.

18. Write a report on a television personality.

19. Write a letter to a television personality listing reasons why you do or do not like his show.

20. Discuss reliability of information on doctor or lawyer shows.

21 Trace the history of educational television.

22. Find out financial sources of support for television.

23. Discuss the role of television in government and in connection with political figures.

24. Write a report on cable television.

25. What is the Federal Communications Commission?

26. Conduct a poll to find out how many color sets and black and white sets are owned by classmates.

27. Find out which companies spend the most money on television ads.

28. Discuss violence, its types and effects.

29. Name the three major television networks.

30. Evaluate the quality of news coverage by television stations.

31. Discuss movies on television as to types, quality, format.

32. Choose one documentary program that, in your opinion, was excellent and give reasons why you liked it.

33. Investigate communication by satellite.

34. Learn how writing for television is different from writing for newspapers.

35. List careers in television.

36. Defend in writing your preference for radio, television or motion pictures.

"The function of the press is very high. It is almost holy. It ought to serve as a forum for the people, through which the people may know freely what is going on. To misstate or suppress the news is a breach of trust."

Justice Louis D. Brandeis
U. S. Supreme Court

OBJECTIVES for publishing a school newspaper.

Use the journalism class and/or school newspaper to:

1. Write the straight news story.
2. Understand and apply the correct technique for interviewing.
3. Demonstrate skill and reliability in covering a news beat (source) or assignment.
4. Adhere to journalistic style in writing.
5. Write the sports story.
6. Write the feature article.
7. Write the editorial.
8. Write special stories, including human interest stories, speech stories, columns, and poetry.
9. Demonstrate the ability to edit by copyreading with a knowledge of newspaper style, by estimating the length of copy, by writing subheads, by writing headlines, and by proofreading galley and/or page proofs.
10. Demonstrate the ability to lay out pages artistically, by arranging copy (stories) to fit a page, and by arranging art (pictures, captions, cutlines, cartoons, etc.) to fit a page.
11. Demonstrate skill, creativity, and judgement in photojournalism by selecting suitable pictures, by cropping pictures so that the main focal point is emphasized, and by scaling pictures so that they correctly fit the space allotted.
12. Demonstrate skill in handling advertising by selling ads, deciding which ads meet the requirements of good taste, writing copy blocks for display ads, and arranging ads on pages.
13. Demonstrate a sense of responsibility and order in systematically exchanging (via mail) newspapers with other schools.
14. Become familiar with the various methods of printing newspapers.
15. Recognize the importance of newspaper laws and ethics and understand and accept the limitations of press freedom and understand libel and its consequences.
16. Serve as a newspaper staff member.

ACTIVITIES To achieve objectives for publishing the school newspaper.

Write the straight news story

1. Clip and mount the leads to five newspaper stories. Find, underline and number the five w's and the h (1) who, (2) what, (3) where, (4) when, (5) why and (6) how; (Adams, 68-69, 75-76; Moyes, 149; Mulligan, 32-38).

2. Write a lead for five stories about school events for the local (or high school) paper including the five w's and one h. (Adams 62-86; Moyes, 153-158; Mulligan, 31-48).

3. From a list of scrambled facts, choose the five w's and one h and write an appropriate lead. (Adams, 72-78).

4. From a list of scrambled facts, number each item in order of descending importance. (Adams, 76-77, 91-98; Moyes, 155-158; Mulligan, 49-52).

5. Create a mythical small town, complete with names of mayor, police chief, principal, coach, etc. Then write a fictitious account, but not in order of descending importance. Make copies of each story and rewrite them into news stories, following general mechanical procedures. (Adams, 447-448; Moyes, 158-59, 347; Mulligan, 297-298).

Interviewing

1. Work out a two-act skit that first depicts the incorrect way for an interviewer to question the interviewee. Act II illustrates the correct method. (Adams, 54-59; Moyes, 173-191; Mulligan, 66-68).

2. Interview selected interviewees; e.g. the school principal, counselor, coach, janitor, dietician, English teacher, bus driver, cheerleader, football captain, etc. (Adams, 54-59; Moyes, 187-189; Mulligan, 66-68).

3. Clip a story and write the questions that an interviewer may have asked. (Adams, 54-59; Moyes, 181-189; Mulligan, 66-72).

Covering a news beat

Write on the board and/or make copies on paper, of a list of various news beats (sources) around the school, e.g., principal's office, football coach, debate team, pep squad, etc. Determine areas of interest by selecting a beat to periodically and habitually cover. (Adams, 50-53; Moyes, 358-360; Mulligan, 16-22).

Adhere to journalistic style in writing

* For this area, it is suggested that the "Associated Press Stylebook" or a makeshift book patterned after the A.P. be used. Many Journalism books include style books or stylesheets in the appendix.

Exercises and/or drills on the following areas of style may be utilized:

Capitalization
Abbreviation
Punctuation
Numerals
Spelling
Miscellaneous

** The student should understand the importance of maintaining consistency in publication style. He should be aware that readers expect and demand consistency, either consciously or unconsciously. (Adams, 132, 448-453; Mulligan, 297-305).

Write the sports story

1. From scrambled facts about a sports event, use the facts to write a story covering the event. Develop the lead with the five w's and one h and relate the facts in order of importance. (Adams, 236-237; Moyes, 249-254; Mulligan, 84, 108-114).

2. Write a sports story for the local newspaper, giving prominence to anything that occurs. (Adams, 240-241; Moyes, 250-251; Mulligan, 81-86).

3. Clip from the newspaper, stories that illustrate the use of the following features: score or outcome, spectacular plays, individual stars, significance of game, comparison of teams, background of game, cause of victory or defeat, size of crowd, name of coach, conditions. (Adams, 236-241, 244-249; Moyes, 249-254; Mulligan, 84-85).

4. Write a sports story following the inverted pyramid structure, beginning with the summary lead in which, in addition to the names of the teams and the when and where of the event, include whichever one of the following factors are significant enough to be included in the lead: (1) the score or outcome, (2) significance of the outcome, (3) spectacular plays, (4) comparison of the teams, (5) individual stars, (6) weather conditions, and (7) crowd and celebrations.

5. With a partner, agree to compete in a selected sports endeavor. Indoors it could be a table game, ping pong, billiards, etc. Outside possibilities are horseshoes, golf, tennis, etc. After matches are completed, write stories about the contests. (Adams, 236-241, 244-249; Moyes, 248-265; Mulligan, 84-86).

Write the feature article

1. Discuss the differences between the news story and the feature story. (Adams, 170; Moyes, 209-211; Mulligan, 115-118).

2. Bring to class an example of a feature clipped from a newspaper or magazine. (Adams, 168-169, 170-174-5; Moyes, 212-241).

3. Suggest a seasonal feature topic for each month of the year. (Moyes, 221-222, 225-227; Mulligan, 132-133).

4. From a list of subjects, check the ones that would be good subjects for a feature and explain why. (Adams, 169-177; Moyes, 237, 242-244; Mulligan, 115-138).

5. Choose a person representing your career interest, and via interviews and research, write a feature about that career. (Adams, 179-189; Moyes, 216-244; Mulligan, 121-124).

6. Observe a teacher or fellow student in another class. After class write a paragraph describing this individual. (Adams, 179-189; Moyes, 218; Mulligan, 118-124, 133-137).

7. List three important persons who have visited your school or your town this year and who would make good subjects for feature stories. Make a list of questions you would ask them. (Adams, 179-189; Moyes, 218).

8. Clip two minor straight news stories from a daily newspaper. Add a few imaginary facts which convert each into a feature and write the stories. (Adams, 168-177; Moyes, 242-243; Mulligan, 115-118).

Write the editorial

1. List four editorial topics for the school paper and explain why each should be written about.

2. Bring to class an editorial from a recent issue of a professional newspaper. Discuss the organization, effect and objective of each editorial. (Adams, 203-213; Moyes, 267-286; Mulligan, 188-205).

3. Select a straight news story and write an editorial about the subject matter of the story.

Write special stories

1. Read or give a speech on a pertinent topic and take notes on main points. Then write the story. Phonograph records of speeches may also be used. (Adams, 161-164; Moyes, 193-202; Mulligan, 59-80).

2. Bring to class a column from a professional newspaper. It could be on politics, bridge, sports, economy, automobiles, fashion, society, the arts, humor, etc. Discuss in class why the columns are appealing to readers.

3. Make a list of five items that would be good subjects for a column in the school newspaper.

4. Select a subject or topic for a column, using one that has been suggested above or one of your own choice. Collect material and write the column as though it were to appear in the school newspaper. (Adams, 191-201; Mulligan, 173-187).

5. On a suitable day, with note pad and pen, go outside the classroom building. Picking the most inspiring outside site, write a poem on the subject of your choice, to be completed by the end of the period. (Moyes, 466-468; Mulligan, 214-217).

Demonstrate the ability to edit

1. Exercises and/or drills on the correct use of copyreading symbols may be utilized. (Adams, 255; Moyes, 372-375, 505; Mulligan, 224-228).

   ** How to Take the Fits Out of Copyfitting is an invaluable tool that may be used in devising exercises and/or drills in estimating the length of copy. (Hanson, Glenn, The Mul-T-Rul Co., Fort Morgan, Colorado, 80701 - (1967).

2. Provided with stories that contain various errors, copyread for accuracy and style. (Adams, 251-269, 272, 277; Moyes 372-375; Mulligan, 223-231).

3. From copy of undermined length, employ one of the various methods of estimating copy length and determine copy size. (Adams, 413; Moyes, 387-388; Mulligan, 275).

4. Using the following guide, write and correctly locate subheads for clipped stories having no or too few subheads. (Adams, 295, 414; Mulligan, 248-249).

   a. A story must contain at least six paragraphs which total about six inches in order for subheads to be used.

   b. Use two or more subheads in a story; never place only one subhead in a story.

   c. Do not use subhead between the first and second paragraphs of a story or between the last two paragraphs of a story. If you desire to include a fact from the final paragraph of a story a subhead, the subhead itself must be placed two paragraphs from the end of the story. In a story of six paragraphs the first subhead should appear between the second and third paragraphs and the second subhead should be printed between fourth and fifth paragraphs.

   d. Subheads must be separated by two or more paragraphs.

   e. Do not use a subhead before a paragraph set in bold type.

Write headlines

1. Become familiar with the "headline count" system so that you can effectively determine the width for headlines written.

** In order to write effective headlines with even lines, for the newspaper, the student should have at his disposal a headline schedule, a printed sample of the various and available headline patterns, indicating unit count and type. (Adams, 409-413; Moyes, 377).

2. Clip six headlines from the newspaper and count the units per line. (Adams, 287-289; Moyes, 378-379; Mulligan, 242-243).

3. With a list of faulty headlines provided by the teacher, determine the weaknesses of each head. (Adams, 279-292; Moyes, 379-380; Mulligan, 232-236).

4. From a list of sentences, determine the groups of words which should not be divided between lines in a headline. These word groups include verb phrases, prepositional phrases, proper nouns, and adjective-noun combinations. (Adams, 279-292; Moyes, 379-380; Mulligan, 232-236).

5. Clip and bring to class five newspaper stories, separating them from their headlines, on the most interesting stories, and write original headlines to meet varying column widths. (Adams, 279-299; Moyes, 375-380; Mulligan, 232-254).

6. From a list of leads, select the key words and write headlines for the stories.

7. With a list of leads showing events that have already happened, use the present tense in writing headlines.

8. For a number of stories, copyread, write subheads and headlines to meet a pre-determined column width. (Adams, 279-299; Moyes, 375-380; Mulligan, 232-254).

9. Through tests and/or drills demonstrate your knowledge of the various proofreading symbols. (Adams, 274-275; Moyes, 499-504; Mulligan, 276-277).

10. Test your proofreading skills and knowledge of the various proofreading symbols by correcting galley proofs containing appeals copy (whose subject might be various careers) sprinkled with errors.

11. Drill in correcting page proofs by using proofreading symbols to correct errors in professional and school newspapers. (Adams, 274-277; Mulligan, 275-286).

Lay Out pages

1. Using newspapers from the exchange file, discuss the weaknesses and strengths of various page makeups. (Adams, 300-329; Moyes, 381-387; Mulligan, 255-275).

2. To illustrate the effectiveness of horizontal makeup, approximate the length of time to read a story or column set three-columns wide and then one set only one-column wide. The stories selected should be the same length in terms of inches. Most readers have the illusion that copy set horizontally can be read faster. (Adams, 323, 308; Moyes, 383).

3. Examining page one of a professional newspaper, explain and illustrate how balance is achieved in makeup. (Adams, 302-310; Moyes, 382).

4. Mark with a red pen the weak areas in makeup for a professional or school newspaper. Examine the balance and the contrast. Determine the location of the most important story. Look for "movement." Examine head placement and sizes. Determine the variety of the makeup.

5. With a "dummy" sheet of a newspaper page, and six-seven stories, art, ads, etc. select copy and lay it on the page so that it fits symetrically as possible. (Adams, 300-329; Moyes, 381-387; Mulligan, 255-275).

Photojournalism

1. Make a list of various pictures, describing the contents of each, or show a series of pictures. Rate each picture as "acceptable" for publication or "not acceptable." (Adams, 338-339, 346-347; Moyes, 388-389).

2. Clip ten interesting pictures from both newspapers and magazines. Discuss each picture in terms of its suitability for publication. (Adams, 338-339, 346-347; Moyes, 388-389).

3. For one -three pictures, crop unnecessary portions. (Adams, 339-343, 346-347; Moyes, 390-391; Mulligan, 258-260).

4. Using the pictures in the above activity, scale them to fit a predetermined size. (Adams, 339-343; Moyes, 427-429).

Advertising

1. Choose to be an ad salesman or represent store owners, proprietors, or representatives of various products. With a tape recorder, record a five minute "exchange" between pairs of students representing each facet. (Adams, 354-361, 373-374, 394-395; Moyes, 391-393; Mulligan, 311-316.

2. Bring three newspaper or magazine ads to class. Via classroom discussion, rate the top ten ads for good taste and the bottom ten for bad taste. (Moyes, 116-126).

3. Bring to class three magazine or newspaper ads with the accompanying copy block for each ad detached. Arrange the art of the ad so that it can easily be seen by all students, then create copy to fit the ad art. (Adams, 363-370, 376-385; Moyes, 121-123).

Exchange newspapers

1. Compile a list of schools whose newspapers could be utilized in the exchange of ideas and in upgrading your school's paper. (Adams, 403, 438; Moyes 394; Mulligan, 22, 167).

2. Examine copies of newspapers already being received from other schools. Rate each by discussing the paper in terms of principles, professionalism, attractiveness, readability, taste, etc.

Printing methods

* In publishing a mimeographed newspaper, it is recommended that the student have for his use two A.B. Dick Co. of Chicago pamphlets: How to Plan and Publish Mimeographed Newspaper, and Fundamentals of Mimeographing. (Adams, 417-427; Moyes, 369-370).

  Visit a nearby professional daily newspaper or a printing company to observe the mechanics involved in printing. Primarily, there are two basic printing methods: (1) letterpress, the older, which may be observed at a large metropolitan daily, and (2) offset, which is now common in many commercial printing shops. (Adams, 407-417, 428-435; Moyes 363-370).

Recognize the importance of newspaper laws and ethics

* The student should know that the victim of libelous statements has the opportunity and right to file suite against not only the author of the libelous material, but also the newspaper editor, the faculty advisor, the principal member of the school board, the printer, and even the print shop worker who merely set the type. Although some material may not be libelous, it could still be in bad taste. The student should know, too, that writing gossip columns is an antiquated, immature, dangerous journalistic activity. The gossip column should be discarded.

  With these thoughts in mind, the student-editor-writer- may be less sensitive when the faculty advisor, with censorship pen in hand, lightly guides the student in the right direction, always steering him, and others directly and indirectly related in his journalistic endeavor, from trouble.

  Generally speaking, the faculty advisor should assert his authority whenever he feels that material is obscene or when he feels the paper is being used as a weapon for personal attacks. (Adams, 11-15; Moyes, 20, 300-310).

1. Arrange for an attorney and/or judge to visit your class to answer questions about libel, ethics, good taste, etc. in journalism.

2. Edit fictitious copy that includes some tasteless material.

Serving as a newspaper staff member

Create classroom mimeographed newspaper complete with staff. Apply for various positions, with the teacher choosing the various editors. Students who are not editors may be used as reporters. The number and types of editors and assistants may be as flexible as desired. However, do not have so many that staffers get in each other's way and duplicate responsibilities.

For a classroom paper, the following offices may suffice:

Editor-in-chief
Managing editor
News editor
Sports editor
Artist or cartoonist
Club editor

Others may be assistant editors, copyreaders, proofreader, circulation manager, headline writers, typists, mimeograph workers, photographers, ad salesman, reporters, etc. (Adams, 400-407; Moyes, 338-346).

WORKING RULES FOR THE WORKING PRESS

"Working Rules for the Working Press" were posed by top newsman Stanley Walker, way-back-then city editor of the New York Herold-Tribune in the summer of 1934. Like most commandements, they are ageless. (From the L.S.P.A. "Lagniappi")

1. Don't be afraid to try something that isn't in the book of rules.

2. Observe the laws of good taste, something which is impossible of exact definition, but which most gentlemen and ladies know by instinct.

3. Be fair. It is not sufficient for an article to be libel-proof. Try to get the other side of the story and tell it.

4. Rarely is there such a thing as too much of a good story.

5. The lead should always be clear, provocative and simple. It should be a promise of things to come, and the promise should be fulfilled.

6. News accounts are improved by quotes. Speech should be quoted exactly as spoken. Improvised quotes are a lazy reporter's way of covering up a lack of specific information.

7. An important story doesn't have to be long.

8. Sentences and paragraphs should be short.

9. Select adjectives as you would a diamond. Too many are dangerous.

10. Do not be overly impressed when you get an important assignment. If so, it will show in your copy and you will be caught wandering in verbal flubdub.

11. Go directly to the source of every story. Use your legs. Most so-called Big Men are as approachable as a peasant and much more inclined to articulate their views.

12. Leave no reasonable questions unanswered. Do not assume that the reader knows the background of the story.

13. Be polite; be a gentleman and yet, do not be servile.

14. Get everything, including the last small details.

15. Don't be afraid to write facts on the assumption that "everybody knows that." Write it.

16. Most stories are improved by a time element. This doesn't mean that you should say an event occurred "yesterday."

17. Once you are satisfied with the lead, don't quit on the story. Each paragraph should blend naturally into the one that follows. There should be no jerks, no interruption of thought. It can be so well constructed that no editor can kill one phrase. without injuring the product.

18. Never despise the homely, the familiar, the sweaty. The average reader should be able to identify with the story to say: "This could have happened to me."

19. The ancient taboo of not mentioning products by name is passing. If a gambler is driving a Duesenberg, say so.

20. Never insult a race. You can mention race where it is necessary to the story, but not to hold it up to ridicule.

21. Don't abuse the weapons of your trade.

SUBJECTS THAT MAKE EDUCATIONAL NEWS!

How do you dig out school news? Don't say that you can't find any. Here are things that make educational news. Look for them at your school. (From the L.S.P.A. "Lagniappe")

FACULTY

1. New principals, new teachers, personal touches about them
2. Deaths, resignations, retirements
3. Stories of teachers who have a record of long service
4. Comments of teachers on topics of current interests
5. Hobbies of faculty members
6. Participation of principal or teachers in public movements
7. Speeches by faculty members
8. Announcements of books or articles edited, written or reviewed by faculty
9. Changes, promotions in the faculty
10. New methods of teaching
11. Special studies made by teachers, particularly in foods, science, social work, health
12. Faculty elections to office in educational civic organizations
13. Faculty members in Who's Who, etc.
14. New chaplains
15. Faculty conventions, conferences
16. Faculty awards, decorations

ADMINISTRATION

1. Ratings with respect to other schools
2. Scholarships of all kinds, scholarship examinations
3. Scholarships given to ranking elementary school students
4. New kinds of music, art, etc. being introduced
5. Cups, awards won in contests
6. Changes in tuition rates, grading system, etc.
7. New courses, particularly unusual ones
8. Contests between an institution as it was years ago, and now
9. Anniversaries of founding, etc.
10. Cornerstone layings
11. Remodelling of building or grounds
12. Libraries, new books, gifts
13. Unusual gardens on the grounds
14. New buildings planned
15. Gifts or money or property
16. Wills and bequests
17. Unusual features of any of the school buildings

ADMINISTRATION (CONT'D)

18. Assembly speakers and what they say
19. Odd or unusual collections
20. Recognition by accrediting organizations
21. Annual dinners, etc.
22. Financial standing
23. Enrollment increases
24. Registration stories
25. Musical festivals, artists
26. Biographies of benefactors of a school
27. New rulings in regard to athletics, classes, dormitories
28. Clinics and work done in them
29. Special religious services
30. Graduation, speaker, etc.
31. Prominent visitors to school
32. School nurse or doctor's visit

STUDENT ACTIVITIES

1. Student publication elections, staff appointments
2. Student editors or publications honored
3. Student class elections
4. Student club and organization elections
5. Honor roll students
6. Foreign students or students who came long distances or under unusual circumstances
7. Parents' occupations, sacrifices to educate children
8. Girls who take what are considered boy's courses, and vice versa
9. How students earn their way
10. School or class traditions
11. Aptitude test and results
12. Students rating in college scholarship examinations
13. Student experiments
14. How activity leaders, athletes rank in scholarship with others
15. How school affects student morals
16. How school affects student habits
17. Rivalry in scholarship between sexes
18. Plays presented by students
19. Forensic contests within the school or with other schools
20. Personnel of football or other squads, what they plan to do after graduation
21. Professions or occupations students intend to follow
22. How many students plan to go to college
23. Comparative cost of sending a boy and a girl to school
24. How much the average girl students spends for clothes in a year; the average boy

STUDENT ACTIVITIES (CONT'D)

25. Students who win prizes
26. Organization of musical groups
27. How students help the needy
28. What students help the unemployed and what do they do to earn government relief funds
29. Christmas parties for poor children
30. Sons or daughters of famous people at your school
31. What students earn after graduation
32. Parents and children enrolled at same time
33. Number of twins, brothers; sisters enrolled
34. Youngest student enrolled, oldest
35. Outstanding athletes on team
36. Student's opinions on religion, morals, and political questions
37. Student religious conferences
38. Popularity, beauty, other contests
39. Dance leaders
40. Social events
41. Radio performers
42. Ideal students, etc.
43. Student concerts, recitals
44. Examination "boners"
45. Child prodigies

MISCELLANEOUS

1. Famous people who are alumni
2. Alumni in professions, religions, etc.
3. Oldest living alumni
4. Alumni on faculty
5. Mothers' and fathers' clubs
6. School benefits

PROBLEMS WHICH MAY BE CONFRONTED IN PRODUCING A HIGH SCHOOL NEWSPAPER

I. Rise in production costs

- A. Printer's fee
- B. Postage
  - 1. For papers to advertisers
  - 2. For exchanges
- C. Photography supplies and developing

II. Sales of advertising

- A. Increase in number of high school publications
- B. Failure of advertisers to pay
  - 1. Lack of prompt payment
  - 2. Lack of payment
- C. Summer sales
  - 1. All publications selling ads
  - 2. Interference by jobs, vacations, etc.

III. Failure to keep deadlines

- A. By student reporters
- B. By printer

IV. Lack of moral support

- A. By parents
  - 1. Failure to advertise
  - 2. Failure to help finance and transport students to workshops, seminars, etc.
- B. By teachers
  - 1. Failure to send in news
  - 2. Failure to allow students to miss class in emergencies
  - 3. Failure to allow circulation during special classes, tests, and similar activities
- C. By students
  - 1. Failure to buy the paper
  - 2. Failure to take pride in the paper
- D. By administration
  - 1. Failure to support efforts of the program
  - 2. Failure to help in financing

V. Transportation of staff

- A. Lack of automobiles
- B. Lack of operational allowances

VI Loss of staff interest during year

- A. Lack of cooperation with each other
- B. Lack of status among other activities
- C. Lack of pride in the paper
- D. Conflict of interest with other activities

VII. Circulation of the paper

A. Publicity of sale
B. Distribution to all rooms

YEARBOOK

"If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed."

Benjamin Franklin

OBJECTIVES for publishing a school yearbook. Use the student yearbook staff and/or class to:

1. Design an effective school yearbook layout
2. Select, edit, and size quality photographs for best effects
3. Recognize quality in research and copy for a yearbook
4. Set up yearbook office routines, bookkeeping, filing and a financial system
5. Plan effective ad sales campaigns with salable ad layouts
6. Plan successful yearbook sales and circulation campaigns
7. Conduct successful fund-raising projects for the yearbook
8. Understand reproduction processes that go into printing a yearbook
9. Select proper yearbook paper stock, cover design, and binding
10. Select appropriate type styles and sizes for the yearbook
11. Wisely select special graphic effects within the yearbook budget
12. Determine, within the budget, a total number of pages and page allocations for the various yearbooks sections
13. Appreciate better role of the mass communicator
14. Assess the historical significance of events

ACTIVITIES to achieve objectives for publishing a school yearbook.

* Provide each student with a different yearbook, from any school, to use during the yearbook study, asking them not to write or mark in the books.

Purpose

Discuss the ways in which the school yearbook functions as a history, a memory record, a goodwill builder and/or a student learning project.

Style manuel

Give examples of the need for consistency in the use of punctuations, abbreviations, capitalization, titles, figures, and so forth throughout the yearbook.

Staff organization

Discuss accomplishment of the duties by the following staff members and make changes to fit the needs of your yearbook.

1. Editor: deals with the printer; makes policy decisions with the advisor; administers staff personnel; sees that staff members accomplish their tasks, on schedule.

2. Assistant (Managing) Editor: manages day-to-day staff work; assists other staff members in preparation of materials; helps conduct staff meetings.

3. Business Manager: keeps records on all income, expenditures; plans advertising campaigns; administers advertising sales staff; conducts fund-raising projects.

4. Photograpner: takes pictures on staff assignment, personal initiative; works closely with staff members in planning pictures; delivers pictures promptly to staff members.

5. Copy Editor: writes, or oversees, all yearbook copy; works closely with the layout editor in planning.

6. Layout Editor: plans two-page layouts for the book; works closely with copy editor, photographer.

7. Section Editors: plan specific coverage for various sections; work closely with copy editor, layout editor, and photographer.

- Principal: provides an advisor and office space with required equipment and offers general support for the yearbook.
- Advisor: offers the staff advice in planning the book while on a budget; acts as a resource person on technical aspects or the yearbook; helps with faculty, administration, off-campus involvement.

Planning the yearbook

1. Advance planning

   a. Select a printer; know his capabilities.
   b. Write specifications for the yearbook, to include instructions and price quotations for a base bid on a specified number of books and pages, additional pages, additional copies of the book, special cover treatment, and optional extras.
   c. Decide on the kind of paper stock, binding and cover to be used.
   d. Make decisions on the number of color photographs, number and kinds of special graphic effects.
   e. Set reasonable deadlines for pages and color photos to the printer, the total number of books to be printed, and the delivery date for the finished yearbook.

2. Format, design

   a. Decide on the size and shape of the yearbook pages.
   b. Using your yearbook, measure the margins in it to determine how consistent, or inconsistent, they are (1) throughout the book and (2) with effective book design.
   c. Adopt page margins for your school's yearbook, next issue.
   d. Select type styles and sizes to be used.

3. Coverage

   a. Define yearbook theme.
   b. List the functions of a yearbook theme.
   c. Show how the theme can effectively be treated on the book's cover, endsheets, division pages, and closing pages.

5. Special graphic effects

   a. Define spot color, steel engravings, duotones, tint blocks, posterization, conversations, photo screens.
   b. Find and show examples of the above.

6. Photo editing

   a. Explain what is meant by content qualities and technical qualities of photographs.
   b. Edit, by cropping to emphasize the focal point, several action pictures.
   c. Crop, proportion, and size a group of pictures.
   d. List the advantages and disadvantages of bleeding pictures.
   e. Tell how unusual or irregular shapes of artwork can be used effectively; give cautions.
   f. Compare the pictures you have chosen, edited, and sized with pictures you find already printed in yearbooks, looking for more effective ways by which to display photos.

7. Layout

   a. Make a study of the layouts in the yearbook you are using. writing notes about the layouts, and name the dominant pattern used in the book.
   b. Prepare a two-page layout spread by choosing a layout pattern and beginning with a dominant picture.
   c. Arrange other, smaller pictures of similar shape and direction as the dominant one.
   d. Prepare dummy layouts to illustrate variety in patterns; such as balance, off-balance, mosiac, modular, mondarin, columnar, floating (isolation), and geometric.

8. Copy

   a. Write examples of headlines as labels; write other heads with active verbs, remembering that headings should accurately reflect the contents of body copy below them.
   b. List the functions of headlines.
   c. Write, from a set of facts, a brief piece of copy to demonstrate consciseness.
   d. Explain the need for thorough research before writing yearbook copy.
   e. List specifically (1) the documents (maybe books and periodicals too) you would research, (2) who (on and off campus) you would interview, and (3) questions you would ask during research on the growth of your school's student and faculty population, curricula, extracurricular activities.
   f. Show why there is a need for the following in copy: accuracy, originality, and story-telling.
   g. Demonstrate the use of "windy" copy, gossip, sentimentality, "big" words, long sentences and paragraphs, and the need to avoid all of these.
   h. Show why outlines should be brief, should identify persons in the picture, should explain action in the photo, should point to hard-to-find objects relative to the story, and should relate to the story being told in the two-page spread or section.

9. Color photographs

   a. Explain the four-color process, separations.
   b. Give examples of Type C prints.
   c. Show the differences between Type C prints and transparencies.
   d. Explain the cost variances between using prints and transparencies, and between what printers charge.
   e. Illustrate, using sheet imposition, placement of color pictures in the book to avoid higher costs.

10. Photo assignments

    a. Prepare a form for making staff photo assignments, and include in it the date assignment is made; the subject(s) to include in the picture; the date, time, location photo is to be taken; whether it's to be vertical or horizontal; name of the staff member making the assignment; and special instructions.
    b. Discuss the need for staff cooperation in photo assignments, such as giving enough time for the photographer and picture subject(s) to prepare for the picture-making.

Financing

1. Yearbook sales

    a. Plan a sales campaign for early fall.
    b. Study and discuss the feasibility of a student yearbook fee.
    c. Decide how to handle individual sales of books, considering cash in advance and installment plans.

2. Advertising sales

    a. List the retail and wholesale merchants, professionals, and other businesses in your community on which the yearbook staff should call in an advertising campaign.
    b. Write the advantages of advertising for (1) the advertisers and (2) the readers.
    c. Draw several layouts designed for specific advertisers.
    d. Prepare a sales talk for use by the sales staff.
    e. Illustrate with examples of advertisements that <u>say</u> something of interest to the reader and for the advertiser, as opposed to an advertisement that says nothing of value.
    f. Figure rates for various sizes of space on the yearbook page: full page, half-page, quarter-page, one-eighth page.
    g. Discuss the need for a salesperson's neat appearance when calling on a potential advertiser, and the need for a positive approach that is not "cocky".

3. Photo sales

    a. Total the amount of funds that may be raised by selling a reasonable number of pictures -- class portraits and action shots -- of varying sizes to students and faculty.
    b. Discuss procedures that may be used in handling sales of pictures.

4. Fund-Raising Projects:

    a. Name six projects that might be promoted on your campus.
    b. Set a date early in the fall to begin projects.
    c. Decide if the staff should conduct a project, and if other groups such as clubs should be allowed to have such projects.
    d. Write out a plan for promotion of a specific project.

Production

*Most yearbooks of the 1970's are printed by the offset method, which involves photographic reproduction of type as well as artwork.

1. Photos

   a. Explain the following: gang shooting, double-burn, and color separations.
   b. Obtain from a printer examples of the separations of the red, yellow, blue, and black in a color picture for the class to see.

2. Binding

   a. Explain the advantages and disadvantages of Smyth-sewn and real book binding.
   b. Define "rounding and backing" in the binding process.

3. Miscellaneous

   a. Define and illustrate with examples: reverses, overburns, and overprinting.
   b. Use the examples to explain how to apply the above special effects.

Typography

1. Discuss the categories of type: groups, families, fonts, series.

2. Obtain a type design book or chart from a printer and choose from them one each of the more readable types for headlines, body copy, cutlines and identifications (IDs); show on a dummy layout spread sketch how the type should all be kept in the spread; be placed so that all blocks of whitespace is to the outside and toward the corners.

3. Illustrate on the dummy how headlines should be placed near the copy which they head; how cutlines and IDs should be placed below the pictures they explain; and that if copy must be jagged it should be on the right side only.

Distribution

1. Outline in writing a plan for a Yearbook Assembly Day.

2. Discuss the feasibility of selling books from the yearbook office, and through homerooms, with records of sales being carefully checked as books are given out.

Extra charges

1. Explain how the printer can make extra charges for staff changes in copy after type is set or changes in the layout after page proofs have been set; for the staff's not meeting deadlines; and for special effects requested by the staff.

2. Invite a yearbook printer's representative to visit the class and show how such extra charges can mount up rapidly if the yearbook staff is not careful in original preparation of materials, and ask him about reproduction processes in his plant.

The yearbook office Visualize a yearbook office with all the required equipment and supplies, including reference books, and list (1) the equipment, including furniture, and (2) the supplies. Develop office routine that includes the various staff members and their work.

Selecting paper Look through the yearbook you have to compare the kind(s) of paper used in it with the kinds of paper used in other books, and write the advantages you find of one paper over another.

Budgeting Determine, with a budget of $4,000, how much a staff can realistically allocate to printing, photography, and miscellaneous expenses.

APPENDIX

"When a dog bites a man that is not news, but when a man bites a dog, that is news."

Charles A. Dana

GLOSSARY

ad -- short for advertisement

add -- used to indicate additional pages for a story; e.g., "add 1," "add 2," etc.

advance story -- a story about a future event

advertisement -- paid newspaper space offering goods or services for sale

advertising contract -- written agreement between an advertiser and and a newspaper ad salesman about advertising space

against the grain -- paper folded at right angles to the grain of the paper

agate line -- standard measurement of space, usually in advertisements; 14 agate lines equal one inch

airbrush -- a small pressure gun shaped like a pencil that utilizes air pressure to spray paint; used on artwork, particularly halftones, to obtain diffused tones

angle -- approach a writer takes in copy; also, the direction from which a photographer takes a picture.

applied color -- one or more colors used on the cover

art -- illustrations or designs prepared by the artist

artwork -- any illustrations, drawings, or design (including photos)

ascender -- that part of the letter which rises above the main body, as in "d"

assignment sheet -- list of news coverage assignments for reporters and photographers

Associated Press -- wire news service that also issues a stylebook; abbreviated AP

backbone -- back, or part, of a bound book that connects the front and back covers; also called spine

back lining -- fabric, or paper, sticking to the backbone in a hardcover book

background -- space surrounding the subject in a picture

bad break -- incorrect division of a word; also, a hyphenated line as the first line on a page

balance -- visual weights of a spread in equilibrium; arrangement of newspaper page items so that copy on one side balances with that on another side

banner -- one-line headline that extends the full width of a page; also called a streamer

basis weight -- poundage of a ream (500 sheets) of paper in a standard size for that weight: 25 x 38 inches for book papers, 25½ x 30½ for index stock; e.g., 500 sheets 25 x 38 inches of 80-pound coated paper will weigh 80 pounds

beat -- regular area of newsgathering assigned to a reporter; e.g. principal's office

benday -- screen (dots, lines and other textures) on artwork of white-space to gain various tones and shades

bind -- to sew, stitch, staple, or otherwise fasten together the pages of a book and enclose in a cover; Smyth-sewn is most often used for yearbooks

blanket -- ruber-surfaced sheet clamped onto a press cylinder in offset printing; it transfers the image to paper

bleed -- to continue a picture, color or artwork to one or more edges of the page, leaving no margin

blocking out -- eliminating undesirable backgrounds in a photo negative by opaquing the image

blowup -- enlargement of a photograph; to enlarge a photograph

blurb -- cutout, white space, within a picture in which type is placed

body -- all of a news story after the lead paragraph

body copy -- main part of written material as distinguished from headlines, cutlines and identifications; also called text copy; usually 10, 11, or 12-point type

boil down -- to make copy more concise by eliminating some material

boldface -- type with a heavier appearance, bolder strokes than standard or lightface type; used for emphasis

box -- lines around a printed story or headline

byline -- Name of a story's author, usually placed between the headline and the story

caps -- capital letters; also called upper case

caps and lowercase -- capital letter for the first letter in a word, with small or lowercase letters for the remainder of the word; abbreviation: Clc.

caption -- printed heading over an illustration; sometimes used to refer to cutlines (lines of explanation under artwork)

case -- covers of a hardbound book

casing in -- process of permanently fixing a book in its cover

censorship -- control by legally designated authority of what is written

character -- figure, letter, number, sign or symbol of a type face

circulation -- average number of copies of a publication sold or distributed

circus makeup -- page layout characterized by a number of styles and sizes of headlines, etc. with no apparent system or design

class portraits -- individual students' pictures, usually head-and-shoulder shots

color separations -- continuous-tone piece of film for each of the four colors -- black, yellow, red, blue -- used in four-color photo printing; separations made from original color print or transparency

column -- recurring opinionated article usually written by the same person

column inch -- measurement that is one vertical inch by one column wide

composition -- setting of type; visual arrangement of subject elements in a camera's field of vision which is often controlled by angle adjustments of the camera

condensed type -- type with a narrow or thin type face

contact print -- photo made from a negative in contact with sensitized paper, film, or printing plate

contrast -- difference between the darkest portion of a picture and the lightness of the paper on which it is printed; use of varied styles and sizes of type to make each page element stand out according to its importance

copy -- written material to be set in type, including body copy, headlines, captions, cutlines, identifications; the term is also used broadly to include artwork

copy blocks -- segments of copy in page layouts

copy fitting -- process of determining the amount of space that copy will occupy

copyreader -- person who edits copy

copyreader's marks -- symbols used by copyreader during the editing process

copyreading -- reading typewritten copy for errors and marking them for corrections

copy shipping record -- a record, usually on a printed form, of the exact pages completed and sent to the publisher

cover -- to get information from a news source

cropping -- removal, or indication to remove, a part of the top, bottom, and/or sides of a picture; remove unwanted areas, or center attention on the focal point

cut -- photoengraving or an illustration

cutlines -- printed matter under a piece of artwork that identifies and explains the illustration; sometimes called caption

deadline -- date assigned for the printer to receive copy along with dummy layout sheets and artwork; failure to meet deadlines usually means late delivery

descender -- part of the type letter that extends below the main body, as in "q"

delete -- remove

display type -- 18-point type or larger, used in headlines and advertisements; 14-point in some type faces is also used to display type

division page -- page used to divide sections of the yearbook and to identify the section following it

double-page spread -- two pages facing each other when the book is opened; layouts should be planned for double-page spreads, since both pages are viewed together

dummy -- working model of a spread used for planning, including indications of picture areas, type, and headline areas, special instructions, page and picture numbers, etc.

duotone -- black-and-white picture with one other color added

durolith cover -- cover for yearbooks printed by the offset method instead of silk screen printing; can be printed in four-color and can use a halftone

editing -- checking copy to ensure suitability for publication

editor -- person in charge of putting out newspaper; sometimes called editor-in-chief

editorial -- writing in which the editor expresses newspaper policy, opinion and views

editorialize -- to inject opinion into straight news stories

editorial page -- contains editorials and other serious copy

editorial policy -- statement of a newspaper's goals or purpose

emboss -- to produce a raised design on flat material, often the book cover

embossed finish -- paper with raised and depressed surface that resembles wood, leather, cloth, or other pattern; medium-pricing among yearbook papers

enamel paper -- paper with a slick, coated and highly polished finish that is somewhat shiny; this is opposed to matte stock, which has little if any gloss

end marks -- # or -30-

endsheet -- heavy sheet of paper used to hold pages of a book in the cover; every yearbook has two endsheets, front and back

exchange -- newspaper received for one issue of your paper

expanded type -- type that is wider than normal; also called extended type

eye-movement -- movement of reader's eyes from one article to another on a page

fabrikoid -- leather-like material used in book covers; good for embossing

face -- printing surface of a piece of type

feature -- story usually human interest, that attempts to inform and/or entertain readers

filler -- short, timeless news item that is used to fill up a newspaper hole

five w's and the h -- who, what, where, when, why and how: questions that should be answered in the conventional lead of a news story

flag -- nameplate of a newspaper on the front page

flat -- normally eight consecutive pages in yearbook printing; 16 consecutive pages, beginning with page 1, make a section, called a signature

floating nameplate -- flag which appears in different locations on page one

flush left (or right) -- even with a margin; arranged so that the end of typed lines are even

flush paragraph -- paragraph without indention

fold -- imaginary horizontal line across the center of a newspaper page

folio -- page number

font -- complete assortment of type in one size and style

format -- size, shape, style, and general appearance of a publication

four-color process -- method by which full-color photo prints or transparencies are reproduced; involves separation of the four colors in the original subject, the making of four printing plates using the halftone negatives from the separations, and the printing of the subject in four registered colors to reproduce the four-color image

future book -- editor's calendar of upcoming events that must be covered on specific dates

galley -- long tray used to hold type after it has been set

galley proof -- taken from composed type in the galley to allow for corrections before it is made up into pages

glossy print -- picture with a shiny surface, as opposed to a non-gloss matte finish

gutter -- fold between two facing pages where the pages are bound into the cover; also called the valley

halftone -- black-and-white picture; in printing, the gray continuous tones in a picture are broken into thousands of tiny dots by a glass halftone screen. These black dots of varying sizes and density produce the various tones of gray

hard news -- straight, objective news

head -- short for headline

headlines -- title words, phrases, or sentences that serve as an introduction for a spread, section, or write-up; also called headings and heads

headline schedule -- assembled printed examples of a newspaper's various headline patterns

headline type -- display type, usually in harmony with the general appearance of the book and other elements in the spread

head shot -- photograph showing subject's head and shoulders only

horizontal makeup -- uses headlines, cuts and stories that extend across two or more columns

horizontal picture -- picture that is wider than it is deep

hot foil stamping -- applying a design, a name, a date, etc., to a book cover by pressing foil onto the cover with a heated die

ID's -- Identifications

imposition -- Laying out type pages in a press form, or flat, so that they will be in the correct consecutive order when the printed sheet is folded with the printed pages in the flat on the other side of the sheet

interview -- to get facts by talking to an interviewee

inverted pyramid -- form of journalistic writing in which a story's main points are told in the lead, with details in descending order of importance

italic -- type that is slanted to the right; usually used to distinguish a word or phrase

journalism -- process of gathering, writing, editing and publishing news

journalist -- person who gathers, writes and edits news

justify -- spacing of characters within lines of type to make margins even

kicker -- short, small-type, one-line head located flush left above a regular headline

label heads -- heads (headlines) without verbs

ladder diagram -- chart used for planning yearbook contents by pages

layout -- sketched plan or arrangement followed in preparing to print elements of a page; each spread requires a layout showing the size and location of illustrations and type; also called makeup

lead (pronounced leed) -- first sentence or paragraph of a story traditionally containing the five w's and the h

letterpress -- printing method in which images are carried on raised surfaces, as set type

libel -- false written statement that damages someone's reputation or ridicules him

lightface -- type having thin strokes in the type face

line drawing -- drawings done only in solid colors, with no darker and lighter shades within the composition; most line drawings, such as maps and cartoons, are done on drawing board with India ink

line-guage -- printer's rule marked with inches, picas, and points for measuring whitespace and type; used by editors in planning layouts and cropping pictures; also called type gauge, pica stick

linotype -- hot-metal, telecasting machine which casts a line of type on one piece of metal

logotype (or logo) -- name of a company or product, or a special design used as a trademark in advertising

lowercase -- small letters in type, distinguished from capital letters

margins -- outer edges of a printed page not containing any printing except in the case of bleeds

makeup -- arrangement of elements on a newspaper page; layout

masking -- preparing offset negatives for the making of printing plates; consists of "stripping" negatives together and arranging them on a light-resistant paper, resulting in a "negative flat"

masthead -- identification matter usually located on editorial page, giving title, place of publication, rates, circulation figures, staff members, advisors, etc.

matte finish -- usually non-gloss paper surface

mimeograph -- newspaper publication process in which stencils are used

montage -- group of pictures cropped and fitted together as one unit, without whitespace between them

more -- placed at the end of a page of copy to indicate to the printer that the story continues or that there is "more copy to come"

morgue -- reference files or library of a newspaper; contains back issues, pictures, etc.

mounting board -- used to prepare a montage or staff-prepared artwork; pictures are pasted to board in exact position desired

nameplate -- flag of newspaper on the front page

natural spread -- middle two pages in every signature which are the only two pages printed on the flat exactly across from one another: pages 8-9, 24-25, 40-41, etc.

news -- timely information about recent, current or future events

newsprint -- inexpensive grade of paper used for printing newspapers

obit -- obituary; an account of one's death

offset printing -- printing process in which the paper does not come into contact with a printing plate; the image is offset from the plate onto a rubber blanket that transfers the image to paper. Offset printing plates are photographically processed and do not have raised-image surface as letter-press printing requires. Most yearbooks are printed by the offset method

opening section -- first several spreads in the yearbook that serve as an introduction to the book

overburn -- type or artwork printed directly on a photograph in the same color as the photograph

overprinting -- printing over an area that already has been printed

pad -- to make a story longer by adding extraneous details

page proof -- proof of an entire newspaper page

panel -- unit which results from arranging a group of pictures in a row

pasteup -- attaching corrected copy or proofs to designated positions on a page for press reproduction

pattern background -- design or tone used with pictures and copy to lay out a spread

pebbling -- process of embossing paper after printing

pi -- type mixed and in an unusuable condition, as if dropped on the floor

pica -- basic unit of type or space measurement; six picas equal one inch

point -- printed impression of a story after it has been set in type

process colors -- three colors that combine with black to create a four-color picture; magenta (pinkish red), cyan (greenish blue), and yellow

proof -- printed impression of a story after it has been set in type

proofreader -- one who checks galley and page proofs for accuracy

proofreader's marks -- symbols that a proofreader uses in making corrections on proofs

proofreading -- act of reading type for errors and marking them for correction, after type has been set; sometimes term for copyreading -- the reading of typewritten copy

proportioning -- proportion is the relation of one dimension to another. The printer, or editor, uses a proportioning device which quickly indicates the percentage of reduction or enlargement of a piece of artwork, usually a photograph, to fit a given space in the yearbook spread

proportion master -- trade name for a proportioning device, consisting of a sheet of acetate paper marked with a graph and utilizing a movable, diagonal size-marker

proportion wheel -- circular proportioning device, consisting of two round calibrated scales, one for the original picture size and one for the desired printing space, and a reduction percentage window

register -- fitting two or more printing images in exact alignment with each other on the same sheet of paper

reporter -- one who collects and writes news

reverse type -- white type on a black background, produced photographically; type may be reversed on a halftone if the area into which it is to go is dark enough for contrast

rough draft -- rough, preliminary layout used to work out the details of spread arrangement

rounding and backing -- process of shaping a book so that the pages are concave at the front edge and convex at the backbone of the book

running head -- heads, or headlines continued from page to page

sans serif -- type without serifs

scale -- to enlarge or reduce art so that it will fit a certain space on a page

scanner -- electronic device used in the making of color separations

screen -- glass or film with cross-ruled opaque lines or vignetted dots used to reproduce continuous tone artwork such as photographs. Also, the number of lines or dots to the linear inch on printed illustrations; yearbooks typically use 133-line screen

serif -- small crossline at the end of a stroke on a piece of type

shooting schedule -- schedule given to the photographer consisting of dates, times, and places that photographs must be made

show-through -- printing on one side of paper that can be seen from the other side when viewed with reflected light

signature -- one sheet of paper printed with eight pages on each side; the pages are arranged on each 8-page flat so that when the sheet is folded and trimmed, the 16 pages of the signature fall into place consecutively. The 16-page signatures in a yearbook begin with Page 1

sizing -- proportioning artwork

spot color -- additional color on a page for a picture, copy, or design

spot design -- pieces of art used sparingly in a book as a motif, mascot, or attention-getter

spread -- arrangement of layout elements on page(s) to form a comprehensive unit

stet -- written on copy to indicate to printer that he should ignore previous or original correction marks; means "let it stand"

stock -- paper on which the printer prints

straight -- hard news written as a simple presentation of facts

streamer -- see banner

style manual -- rules adopted for use in a publication regarding such things as abbreviations, punctuation, capitalization, spelling, figures, names and titles, and preparation of copy; needed for consistency throughout the publication; also called style sheet

subhead -- subordinate heading usually boldface, that appears in body type to lend contrast and white space and to break up long gray areas on pages

tabloid -- newspaper of 5-column pages; about half the size of a regular 8-column newspaper; typical size of school newspapers

Techni-cropper -- trade name for a pair of angles with calibrated measurements for proportioning pictures

text type -- type used to text, or body copy

theme -- line of thought, specific subject, or design which runs through a yearbook to unify it and to give the reader a continuing idea or pattern to follow

thirty -- symbol used to indicate story's conclusion (-30-)

thumbnail cut -- small picture, usually a head shot, about half a column wide

thumbnail layout -- small, mini-layout using pencil sketches to work out the arrangement of pictures, copy, and white-space

tint block -- solid area of color; sometimes used with pictures

title page -- page at the front of the yearbook that gives its name, school, city, and state

tombstoning -- using headlines of the same size and style side by side; example of weak makeup

transparency -- positive color film reproduction of the original camera subject which has been exposed in a camera and later developed; it is transparent, allowing light to pass through it

type C print -- full-color photograph, printed from a color negative

type gauge -- see line gauge; also called pica stick

upper case -- capital letters

verticle picture -- one that is deeper than it is wide

vignette -- illustration in which the background fades away until it blends into the unprinted paper

washed out -- halftone with no screen dots in the highlights

whitespace -- area in a layout or on a printed page that is left open or unprinted

widow -- single word in a line by itself, ending a paragraph; frowned upon in good typography

with the grain -- folding paper parallel to the grain of the paper

wire services -- news-gathering organizations (Associated Press, United Press International) that obtain news for the mass media

RESOURCE MATERIALS

Audio-visuals

Filmstrip and tape:

"Advertising and the Student Newspaper:,
Studio One Animation, 1970
4640 West 77th Street
Edina, Minn. 55435

Filmstrips:

"Editorial Cartoons"

"Front Page Make-up Patterns by American Newspapers"

"News Selection Process"
Visual Educational Consultants (VEC)
Madison, Wisconsin 53701

"Basic Writing"

"Feature Writing"

"Columns and Editorials"
Educational Filmstrips
Huntsville, Texas

"Freedom of the Press"
Guidance Associates, No. 413-201
Pleasantville, New York
Harcourt, Brace, Jovanovich, Inc.

Filmstrips and records:

"Preparing News For Print"

"Writing for Newspapers"

"Reading Daily Papers"

"The Finished Feature Stories"

"Weeklies and Other Publications"
Singer Visual Educational Filmstrips
1345 Diversey Parkway
Chicago, Illinois 60614

Films:

Films for Classroom Teaching
State Department of Education of Louisiana
Bulletin No. 1167
Baton Rouge, La.

"Communications"

"Communications in the Modern World"

"Communications and Our Town"

"Development of Communications"

"Getting the Facts"

"Getting the News"

"Newspaper Story"

"Radio Broadcasting Today"

"Radio Receivers: Principals of Radio"

"Radio and Television"

"Receiving Radio Messages"

"Sending Radio Messages"

"Story of Communications"

"Television in Your Community"

"Writing Through the Ages"

Film:

"The Journalists"
Modern Talking Picture Service, Inc.
2323 New Hyde Park Road
New Hyde Park, New York 11040

Film list:

"Media Guide"
Journalism Education Association
Commission on Curriculum Study
516 A Avenue N.W.
Cedar Rapids, Iowa

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Laboratory Manuals

1. "Journalism in the Mass Media'
   Ginn and Company (c) 1974
   Lexington, Mass. 02173

2. "Newspaper Workshop: Understanding Your Newspaper"
   Globe Book Co., (c) 1972
   175 Fifth Avenue
   New York, N.Y. 10010

3. "How to Read Your Newspaper" (c) 1970
   Harcourt, Brace, Jovanovich, Inc.
   Dallas, Texas

4. "Practice Book for Press Time"
   Prentice-Hall, Inc. (c) 1969
   Englewood Cliffs, New Jersey

Magazines and booklets

1. "Careers in Journalism" The Quill, November, 1972
   Published by Sigma Delta Chi
   35 E. Wacker Drive
   Chicago, Illinois 60601

2. "Do's and Don'ts for an Alert Staff"

   "The Newspaper Adviser's Handbook"

   "Quill and Scroll Stylebook"

   "Teachers are Newsmakers"

   "A Principal's Guide to High School Journalism"

   "School Newspaper Management"

   "Measuring the Readability of High School Newspapers"

   "Careers in Journalism" (5 booklets)
   Published by Quill and Scroll
   School of Journalism
   University of Iowa
   Iowa City, Iowa 52240

3. "How to Plan and Publish a Mimeographed Newspaper"
   A.B. Dick Company
   Chicago

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4. "Communication: Journalism Education Today" Fall, 1973
Published by the Journalism Education Association
Box 884
Springfield, Missouri 65801

5. "ANPA Foundation Newspaper Test" 1969 Experimental Edition, Form S-1
Published and distributed by
Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey 08540

6. "Lagniappe"
The Newsletter of the La. Scholastic Press Association
LSU School of Journalism
Baton Rouge, La. 70803

7. "Teaching Aids and Resource Materials" The New York Times
Book and Educational Division
229 West 43rd Street
New York, N.Y. 10036

8. "Sigma Delta Chi Career Series #1"
The Newspaper Fund, Inc.
P. O. Box 300
Princeton, New Jersey 08540

Organizations

Journalism Educational Association
Sister Rita Jeanne FSPA
St. Rose Convent
912 Market Street
La Crosse, Wisconsin 54061

Quill and Scroll Society
School of Journalism
University of Iowa
Iowa City, Iowa 52240

Louisiana Scholastic Press Association
School of Journalism
Louisiana State University
Baton Rouge, La.

Sigma Delta Chi
35 East Wacker Drive
Chicago, Illinois 60601

The Newspaper Fund
P. O. Box 300
Princeton, New Jersey 08540

Columbia Scholastic Press Association
Columbia University
New York, New York

National Scholastic Press Association
University of Minnesota
Minneapolis, Minn.

American Newspaper Publishers Association
Infomation Services
750 Third Avenue
New York, N. Y.

Supplies and equipment most needed

1. Camera (Single-lens reflex, twin-lens reflex, Poloroid)
2. Carbon paper
3. Filing cabinets
4. Inexpensive typing paper
5. Layout sheets
6. Manila folders
7. Paper clips
8. Paste or glue
9. Photo envelopes
10. Printer's line guages
11. Proportion or sizing devices (proportion wheel, Mul-T-Rul, Techni-Cropper, Proportion Master)
12. Rubber bands
13. Sissors
14. Typewriters

*Adams, Julian, and Stratton, Kenneth. Press Time. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

Agnew, J. Kenner. Today's Journalism for Today's Schools. Syracuse: L.W. Sizer Co., 1960.

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*Moyes, Norman B., and White, David Manning. Journalism in the Mass Media. Ginn and Co. (a Xerox company), 1970.

*Mulligan, John E. Experiences in Journalism. Chicago: Lyons and Carnahan, 1966.

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